

# Exploring Alternative Assessment Types for Remote Proctored Assessments



**GOAL:** Consider different assessment types, how they align with learning outcomes and possible modes for engagement, delivery and submission.

This resource provides a non-exhaustive list of alternative assessment types. To guide you in selecting which type of assessment best suits your needs, we recommend navigating through the resource [Outlining Plans to Replace your Remote Proctored Assessments with Alternative Assessments](#).

## Assessment Strategies for Different Course Learning Outcomes

<u>Bloom's Level</u>	Sample Learning Outcomes "Students will be able to..."	Sample Assessment Strategies
Remember / Understand	<ul style="list-style-type: none"> <li>Recall basic concepts and definitions</li> <li>Describe basic concepts</li> </ul>	<ul style="list-style-type: none"> <li>Series of quizzes (E)</li> <li>Justification of a multiple-choice answer (E)</li> <li>Meaningful paragraph or short summary (students use a list of terms in a paragraph that demonstrates their understanding of the terms and their connections) (W)</li> </ul>
Apply	<ul style="list-style-type: none"> <li>Apply course concepts to address real-world situations</li> <li>Apply course concepts to one's own experiences</li> <li>Synthesize course concepts to solve hypothetical problems</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Take-home, open-book, two-stage exam</a>, or <a href="#">oral exam</a>, including use of <a href="#">MCQs that assess higher-order thinking</a> (E)</li> <li>Student-developed test questions (W/M)</li> <li><a href="#">Reflection paper</a> (W)</li> <li><a href="#">Laboratories</a>, field work (W/M)</li> <li>Policy memo, executive summary, proposal (W)</li> <li><a href="#">Newspaper article critique</a>, editorial (W)</li> <li>Webpage, blog post (M)</li> <li>Chart, graph, or diagram with explanation (M)</li> <li>Fact sheet or resource sheet (W/M)</li> </ul>
Analyze	<ul style="list-style-type: none"> <li>Discuss benefits and shortcomings</li> <li>Articulate the pros and cons for different stakeholders</li> <li>Analyze the quality of sources</li> <li>Make connections between course concepts</li> <li>Organize and structure course concepts</li> <li>Integrate information</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Take-home, open-book, two-stage exam</a> or <a href="#">oral exam</a>, including use of <a href="#">MCQs that assess higher-order thinking</a> (E)</li> <li><a href="#">Laboratories</a>, field work, simulations (W/M)</li> <li><a href="#">Case study</a> (W)</li> <li><a href="#">Annotated bibliography</a>, literature review (W)</li> <li>Legal brief, policy memo, executive summary (W)</li> <li><a href="#">Infographic</a>, <a href="#">poster</a>, presentation, webpage (M)</li> <li><a href="#">Newspaper article critique</a>, editorial (W)</li> <li>Advertisement (M)</li> <li>Analysis of an event, performance, work of art (W)</li> </ul>



		<ul style="list-style-type: none"> <li>• <a href="#">Concept map</a>, diagram (M)</li> <li>• Analysis of data, graph, problem set (W)</li> </ul>
Evaluate/Create	<ul style="list-style-type: none"> <li>• Compile information in a new way</li> <li>• Justify decisions by evaluating information</li> <li>• Evaluate the appropriateness or effectiveness of a solution</li> <li>• Design, generate, or create an original product, piece, or problem</li> <li>• Develop a set of guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Take-home, open-book, two-stage exam</a> or <a href="#">oral exam</a>, including use of <a href="#">MCQs that assess higher-order thinking</a> (E)</li> <li>• Debate (M)</li> <li>• Legal brief, policy memo (W)</li> <li>• Diagram, table, chart, or visual aid (M)</li> <li>• Webpage (M)</li> <li>• Review/critique (W)</li> <li>• Product development (W/M)</li> <li>• Poem, play, song lyrics, or dialogue (W/M)</li> <li>• <a href="#">Performance</a>, <a href="#">work of art</a>, music, architecture (M)</li> <li>• <a href="#">Portfolio</a> (W/M)</li> </ul>

E = similar to exams; W = written assignment; M = multimedia, visual, or oral assignment

Adapted from: [Assessment Strategies](#), McGill University and [Alternatives to Traditional Exams and Papers](#), Indiana University Bloomington

#### Additional Resources:

[Alternative Online Assessments](#), University of Calgary

[Assessing Students' Learning Face-to-face](#), University of Guelph

[Assessing Students' Learning Remotely \(Online\)](#), University of Guelph

[Best Practices: Alternative Assessments](#), Ryerson University

## Engagement, Delivery or Submission Modes for Assessments

- See [Delivery and Engagement Modes Handout](#) for information about these modes and their ideal uses

If your assessment mode is...	Consider using...
<b>Asynchronous Online</b>	<ul style="list-style-type: none"> <li>• CourseLink tools (e.g., quizzes, discussion boards, assignment drop box)</li> <li>• Virtual boards for students to share their work (text or multimedia) with their peers (e.g., Padlet, Jamboard, discussion boards, Google docs)</li> <li>• Student choice about use of tools to complete assessments (e.g., tools to record their own videos)</li> </ul>
<b>Synchronous Online</b>	<ul style="list-style-type: none"> <li>• Zoom or Teams for real-time assessment sharing/submission (e.g., live or play-back of pre-recording)</li> <li>• Virtual boards for students to share their work (text or multimedia) with peers and instructor (e.g., Padlet, Jamboard, discussion boards, Google docs)</li> <li>• Third-party tools for quizzing (e.g., TopHat, Mentimeter)</li> </ul>



<b>In-Person</b>	<ul style="list-style-type: none"> <li>• Physical display, presentation or demonstration</li> <li>• Discussion or oral responses</li> <li>• Hard copy</li> <li>• Digital submission via methods noted above where assessment questions are delivered in-person, but response is completed in digital environment (e.g., ask a question live with digital response using a tool such as Mentimeter)</li> </ul>
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See our [Adapting your Assessments guide](#) (page 19) for more delivery and engagement mode options and technology suggestions. This guide also provides information and strategies for using the following assessment types in a virtual environment:

- authentic assessment (p23)
- presentations, demonstrations, and performances (p31)
- online discussions (p32)
- online group work (p34)

Adapted from:

<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/assessment>

<https://citl.indiana.edu/teaching-resources/assessing-student-learning/alternatives-traditional-exams-papers/index.html>

